

**ARIZONA'S  
INSTRUMENT TO MEASURE STANDARDS**

**WRITING**

**Administered Spring, 1999 and Fall, 2000**

**Release Date: 01/26/01**

The items contained here are reproductions of released items in Form A of Arizona's Instrument to Measure Standards. Every effort was made to duplicate the items exactly as published. If you have any questions, please contact Marie Mancuso, Language Arts, or Sheryl Major, Mathematics, at 602.542.5031. A PDF file with the camera-ready copy of the released items is available.

## AIMS Writing Released Items - Form A

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**Directions:** The following is an excerpt from President John F. Kennedy's Inaugural Address. Read the excerpt. Then do Number 1.

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Since this country was founded, each generation has been summoned to give testimony to its national loyalty. . . Now the trumpet summons us again. . .

And so, my fellow Americans: ask not what your country can do for you - ask what you can do for your country. My fellow citizens of the world: ask not what America will do for you, but what we can do for the freedom of man.

--President John F. Kennedy  
Inaugural Address

**1** Choose the dominant technique used in this excerpt.

- A example
- \* **B** repetition
- C evaluation
- D description

\*Students who answered this item correctly = 58%

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**Directions: Do Number 2.**

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**2** Read this paragraph from a persuasive essay.

**“Home run!” For the growing number of fans in this country, the announcer’s cry on opening day signals the first score of an exciting season of baseball.**

The writer of these sentences probably used them as

- A a strong conclusion.
- \* **B** an attention-grabber.
- C a supporting example.
- D a believable argument.

\* Students who answered this item correctly = 83%

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**Directions:** Read Number 3. Then write your response in the Answer Booklet.

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**3** Write a follow-up letter to James Wilcox, the manager of a hotel in Peach Springs. He interviewed you yesterday for a job greeting customers at the hotel’s front desk.

Include in your follow-up letter:

- the main reason for writing the letter
- a sentence about a skill you have that is related to the job
- a statement reinforcing your interest in the job

This letter should contain two or three short paragraphs.

**\*This item was scored with a 0-3 point range.**

**Students who scored 3 points = 46%**

**Students who scored 2 points = 39%**

**Students who scored 1 point = 12%**

**Students who scored 0 points = 3%**

## AIMS Writing Released Items - Form A

**Directions: Read the following. Then do Number 4.**

A tip is a small amount of money given voluntarily to someone for performing a service. A service charge is an involuntary charge for services beyond the basic fee. Ideas differ on tips and service charges in restaurants. Some opinions are listed here.

1. You know that the service is good when you don't have to remind the food server of your order.
2. A tip should not automatically be included as a service charge because not all service is equally good.
3. A food server usually earns minimum wage and gives extra service to earn a good tip.
4. Service charges should be left up to the customer.
5. Tips are a way for customers to give feedback.

**4** Which sentence would most likely be the topic sentence of a paragraph?

- A Sentence 1
- B Sentence 2
- C Sentence 4
- \* D Sentence 5

**\*Students who answered this item correctly = 33%**

**Directions: Read Number 5. Then write the first draft of your report\* on page 3.**

**5** A friend is considering dropping out of school. Explain why your friend wants to drop out and what the benefits of staying in school are. Back up your advice with logical reasons and specific examples.

Keep in mind the traits of good writing:

- well-developed ideas
- carefully selected words
- varied and fluid sentence structure
- a voice appropriate to audience and purpose
- good organization

Remember to edit for spelling, grammar, punctuation, and capitalization.

**\*This item is scored using a 6 trait, 6 point scoring guide.**

	<u>Spr 1999</u>	<u>Fall 2000 Re-test</u>
Students who scored an average of a 6 on all 6 traits =	.2%	.1%
Students who scored an average of a 5 on all 6 traits =	6.3%	4.4%
Students who scored an average of a 4 on all 6 traits =	41.8%	59.5%
Students who scored an average of a 3 on all 6 traits =	41.2%	30.9%
Students who scored an average of a 2 on all 6 traits =	9.1%	4.2%
Students who scored an average of a 1 on all 6 traits =	1.4%	1.0%
<i>Number of students = 45,979 (10<sup>th</sup> graders)      42,632 (11<sup>th</sup> &amp; 12<sup>th</sup> graders)</i>		

**\*On all forms of High School AIMS-Writing, "report" has been changed to "essay."**

**(Note: An average of "4" has been determined as "meeting the standard" on extended writing.)**

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[illegible]

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## FINAL COPY

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**Directions:** Now reread your draft and think about the Writer's Checklist below. Check every box that makes a true statement about your draft.

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### WRITER'S CHECKLIST

- ☐ My paper has a specific audience and a specific purpose.
- ☐ My paper contains a strong controlling idea.
- ☐ My paper stays on the topic.
- ☐ My paper includes specific and relevant details, reasons, and examples.
- ☐ My paper has an effective beginning, middle, and end.
- ☐ My paper progresses in a logical order, and my ideas flow smoothly.
- ☐ My paper contains words that make it interesting.
- ☐ My paper contains sentences that are clear and varied in structure.
- ☐ My paper includes effective use of paragraphing.
- ☐ My paper includes correct grammar/usage, punctuation, capitalization, and spelling.

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**Directions:** For every box you did not check, make the necessary revisions on your draft. Then write your final copy for Number 5 in the Answer Booklet.

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## AIMS Writing Released Items - Form A - Answer Key

### Answer Key

**NOTE:** The notation "SA" in the Key column indicates that this is a short answer item; "EXT" indicates this is an extended writing response (essay). Please see below and the next page for the scoring guide and results for both SA and EXT items.

Release Item #	Key	Form A Item #	Standard *	Description	Percent of Students who Answered Correctly
1	<b>B</b>	7	WP2/PO4	Use persuasive word choice and sentence structure	58
2	<b>B</b>	8	WP2/PO3	Create an organizational structure	83
3	<b>SA</b>	20	WP5/PO1	Establish clear purpose in formal communication	See below
4	<b>D</b>	37	WP4/PO1	State a point of view/position	33
5	<b>EXT</b>	38	WP2	Write a persuasive essay	See next pg

### Item # 3 Short Answer Scoring Guide

3 points	+1 point for stating a reason for writing the letter +1 point for writing a sentence about a specific skill related to the job +1 point for a statement that reinforces interest in the job
2 points	Student addresses 2 of the above.
1 point	Student addresses 1 of the above.
0 points	Other

Student response results:

Students who scored 3 points = 46%

Students who scored 2 points = 39%

Students who scored 1 point = 12%

Students who scored 0 points = 3%

\*This code references the Arizona Academic Standards document which can be found on our web site, [www.ade.az.gov](http://www.ade.az.gov). The referenced standard number represents the concept and the performance objective.

## AIMS Writing Released Items - Form A - Answer Key

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**Item # 8 Extended Writing Results:** (The same prompt was given in Spring 1999 and in the Fall 2000 retest of students who had not yet passed AIMS Writing. Results from both administrations are given here.)

• This item is scored using a 6 trait, 6 point scoring guide.	<u>Spr 1999</u>	<u>Fall 2000 Re-test</u>
Students who scored an average of a 6 on all 6 traits =	.2 %	.1%
Students who scored an average of a 5 on all 6 traits =	6.3%	4.4%
Students who scored an average of a 4 on all 6 traits =	41.8%	59.5%
Students who scored an average of a 3 on all 6 traits =	41.2%	30.9%
Students who scored an average of a 2 on all 6 traits =	9.1%	4.2%
Students who scored an average of a 1 on all 6 traits =	1.4%	1.0%
<i>Number of Students =</i>	<i>45,979 (10<sup>th</sup> gr)</i>	<i>42,632 (11<sup>th</sup> &amp; 12<sup>th</sup> gr)</i>

• Note: An average of “4” has been determined as “meeting the standard” on extended writing. A high school student may pass AIMS Writing one of two ways:

1. by scoring a total scale score at the “Meets the Standard” or “Exceeds the Standard” level (a scale score of 500 or better).

**OR**

2. by scoring an average of “4” on the extended writing essay AND a total scale score at the “Approaches the Standard” level (a scale score between 431 and 499).